



ANNUAL EVALUATION OF CHARTER SCHOOLS: Arco Iris Spanish Immersion and Hope Chinese Charter School**SITUATION**

Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit the Charter School to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of the Charter School, summarizing the qualifications of staff members; and (e) a description of the Charter School's educational program

RECOMMENDATION:

(14-470) It is recommended that the Board review the submitted information.

Arco Iris Spanish Immersion School Annual Evaluation Beaverton School District October 27, 2014



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School Board Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

Evaluation Overview

Purpose

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit Arco Iris to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of Arco Iris, summarizing the qualifications of staff members; and (e) a description of Arco Iris's educational program.

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter; and
5. Maintain financial stability.
6. Maintain the health and safety of the students.

Design

By examining a variety of data, this charter school evaluation is designed to assess five key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

Desired outcomes: A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

Highlights of Findings

| Indicator | Key Question and Findings |
|-----------|---|
| 1 | <p data-bbox="329 275 1292 310">To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> <li data-bbox="329 317 1455 457">• Students in grade 1- 5 receive 75% of their instruction in Spanish and 25% in English. Students in grades 6-7 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are proficient in English. <li data-bbox="329 464 1430 562">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. <li data-bbox="329 569 1455 709">• Students participate in a variety of modes of instruction including large group, small group, partners, and individual learning time. In 21 observations, 91% of students were assessed as engaged in the lesson or instructional task at the time of the observation. |
| 2 | <p data-bbox="329 722 743 758">How well are students learning?</p> <ul style="list-style-type: none"> <li data-bbox="329 764 1455 835">• The school monitors student progress using a variety of assessments that also inform instructional decisions. <li data-bbox="329 842 1455 1024">• The percentages of Arco Iris students exceeding and meeting standard on the OAKS Reading and the OAKS Math tests are substantially greater than their Two Way Immersion peers in the District. The differences in performance narrow greatly when only non-poverty students or students whose first language is English are compared. <li data-bbox="329 1031 1455 1129">• The median growth percentile for OAKS Reading is higher for Arco Iris students compared to their District peers in Two-Way Immersion programs, but for math, the median growth percentile is significantly lower. <li data-bbox="329 1136 1455 1339">• Arco Iris did not meet the student achievement charter renewal criteria for year 1 of the current charter. The percentage of Arco Iris students meeting or exceeding standards on OAKS assessments exceeds the percentage of elementary students enrolled in District two-way immersion programs meeting or exceeding standards in each subject and at each grade level, except OAKS Math for grades 6 and 7 combined. |
| 3 | <p data-bbox="329 1352 1422 1388">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> <li data-bbox="329 1394 1455 1465">• All classes at Arco Iris are taught by licensed or registered teachers, although one teacher does not meet the federal definition of “highly qualified” for her assignment. <li data-bbox="329 1472 1341 1543">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement. <li data-bbox="329 1549 1430 1577">• Teachers participate in a significant number of hours of professional development. |
| 4 | <p data-bbox="329 1583 1049 1619">To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li data-bbox="329 1625 1365 1696">• A copy of the annual audit for 2012-13, conducted by a licensed auditor, was submitted to the District shortly after December 15. <li data-bbox="329 1703 1414 1774">• Arco Iris ended the fourth year of operation with a net income of \$40,000, 3% of total income for the year. <li data-bbox="329 1780 1455 1852">• After the fourth year of operation, Arco Iris’s ending fund balance is over \$300,000, nearly 25% of the budgeted expenditures in 2014-15 <li data-bbox="329 1858 1455 1917">• The retention rate of students enrolled at the end of 2014 was 82%, down from 88% in 2013. |

| Indicator | Key Question and Findings |
|-----------|--|
| 1 | <p data-bbox="332 247 1295 285">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="332 327 1461 735" style="list-style-type: none"> <li data-bbox="332 327 1461 474">• Students in grade 1- 5 receive 75% of their instruction in Spanish and 25% in English. Students in grades 6-7 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are proficient in English. <li data-bbox="332 474 1461 579">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. <li data-bbox="332 579 1461 735">• Students participate in a variety of modes of instruction including large group, small group, partners, and individual learning time. In 21 observations, 91% of students were assessed as engaged in the lesson or instructional task at the time of the observation. |

Charter Requirements

5.1 Overview. AISICS agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:

- 5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;
- 5.1.2 In Kindergarten and first through fifth grades, 75 percent of daily instruction will be given in Spanish and 25 percent in English;
- 5.1.3 In sixth, seventh and eighth grades, 50 percent of daily instruction will be given in Spanish and 50 percent in English
- 5.1.4 Differentiated instruction in all classes;
- 5.1.5 Immersion teaching techniques will be incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition;
- 5.1.6 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;
- 5.1.7 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;
- 5.1.8 Instructional materials will align with applicable Oregon State Standards, ORS 329.045, and Arco Iris's education program set forth in the Application. Arco Iris will notify the District in writing of its intent to use instructional materials 60 days in advance of its use; and
- 5.1.9 Alignment with the District's goal for all students to show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and to be prepared for post-secondary education and career success.

School Mission

Arco Iris’s mission is “to offer a solid Spanish immersion education that will prepare students to be responsible citizens and life-long learners with strong values. Bilingualism, biliteracy, cultural competence and high academic performance make up the framework for our mission at Arco Iris”.

Site Visit

The prescribed site visit was conducted by the District’s Administrator for Accountability on March 20, 2014. During the visit, math instruction was observed in grades 1-6, language arts, science, and social science instruction in grades 1-6, and Spanish language arts for grades 1-4.

Findings

- English Language Arts classes are taught by staff proficient in English.
- Students in grade 1- 5 receive 75% of their instruction in Spanish and 25% in English. Students in grades 6 and 7 receive 50% of their instruction in Spanish and 50% in English.
- Students receive differentiated instruction through grouping based on achievement as well as through differentiated materials. *Singapore Math* materials provide students with exercises based on the student’s achievement and accuracy. Students used computer software in math to reinforce or extend their learning.
- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, partner work, and individual learning time. In 21 observations, 91% of students were assessed as engaged in the lesson or instructional task at the time of the observation. Students demonstrated their understanding of lessons to their classmates or individually to the teacher. Teacher-student interactions were frequent and with varied levels of effectiveness.
- During the course of observations, students were asked to employ technology, recall information, draw conclusions, develop conceptual understanding of math procedures, draft and revise analytic essays and narrative writing, recognize and interpret an author’s word choice, and correctly use vocabulary and verb tenses.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Learning targets were either posted or explicitly stated in the majority of classrooms observed during the site visit. Learning targets addressed in observed instruction include:

Math

- Fluently multiply and divide within 100.
- Order and compare fractions and decimals
- Understand and apply concepts of ratios, proportions, and unit rates to solve problems.
- Explain and use the formulas for the circumference and area of circles.

ELA

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information..
- Demonstrate command of standard English grammar when writing
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Science

- Read and use informational texts about the solar system to answer relevant questions
- Compare and contrast the types and components of cells and I can describe the functions and relative complexity of cells, tissues, organs, and organ systems.

Language Development

- Create clear and coherent grade-appropriate speech and text

- Immersion techniques observed during the site visit included frequent use of comprehension checks, establishment of classroom routines, and effective teacher talk (clear and accurate use of language, repeating as needed, etc.)
- Instructional materials employed during the 2013-14 school year included *Singapore Math*, *Story Town* for English Language Arts, *Lecturas* for Spanish Language Arts, and *Fusion Ciencias* for Science, and *Historia Y Ciencias Sociales* for social studies.

| Indicator | Key Question and Findings |
|-----------|---|
| 2 | <p data-bbox="331 254 743 285">How well are students learning?</p> <ul data-bbox="331 296 1468 869" style="list-style-type: none"> <li data-bbox="331 296 1468 359">• The school monitors student progress using a variety of assessments that also inform instructional decisions. <li data-bbox="331 369 1468 548">• The percentages of Arco Iris students exceeding and meeting standard on the OAKS Reading and the OAKS Math tests are substantially greater than their Two Way Immersion peers in the District. The differences in performance narrow greatly when only non-poverty students or students whose first language is English are compared. <li data-bbox="331 558 1468 663">• The median growth percentile for OAKS Reading is higher for Arco Iris students compared to their District peers in Two-Way Immersion programs, but for math, the median growth percentile is significantly lower. <li data-bbox="331 674 1468 869">• Arco Iris did not meet the student achievement charter renewal criteria for year 1 of the current charter. The percentage of Arco Iris students meeting or exceeding standards on OAKS assessments exceeds the percentage of elementary students enrolled in District two-way immersion programs meeting or exceeding standards in each subject and at each grade level, except OAKS Math for grades 6 and 7 combined. |

Charter Requirements

5.6 Student Assessment. Arco Iris will assess student performance (a) in the manner described in the Application, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students from time to time, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each new incoming student in the fall a research based language proficiency assessment that measures proficiency growth as outlined in the American Council for Teaching Foreign Languages (ACTFL) Proficiency Rubric and administering to all students in the spring of each school year a research based language proficiency assessment that measures proficiency growth as outlined in the ACTFL Proficiency Rubric;

5.6.2 Administering to each student each school year the Oregon Assessment of Knowledge and Skills (“OAKS”) to the extent the District requires its students to take such assessment;

5.6.3 Administering to each first-, second-, third-, and fourth-grade student in the fall and spring of each school year, the Early Language Listening and Oral Proficiency Assessment; and

5.6.3 Administering to each ELL Student each school year the English Language Proficiency Assessment.

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a grade-by-grade basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs. Based on Arco Iris's demonstrated academic performance during the term of the initial charter agreement, notwithstanding the foregoing, the District agrees that it will not have the right to terminate this Charter for Arco Iris's failure to meet student achievement requirements for any school year so long as (a) Arco Iris met student achievement requirements for the immediately preceding school year, and (b) in at least 67 percent of the grades served by Arco Iris and required to administer State assessments on a grade-by-grade basis, the

percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs; provided that in the event Arco Iris fails to meet or exceed district percentages for any school year pursuant to this Paragraph 5.7, Arco Iris shall develop and implement a plan of improvement to address deficiencies and to improve student achievement in areas where Arco Iris failed to meet or exceed district percentages. Arco Iris shall develop such plan within sixty (60) days of receipt of final test scores indicating such failure and shall deliver a copy of the plan to the District upon completion of the plan.

Findings

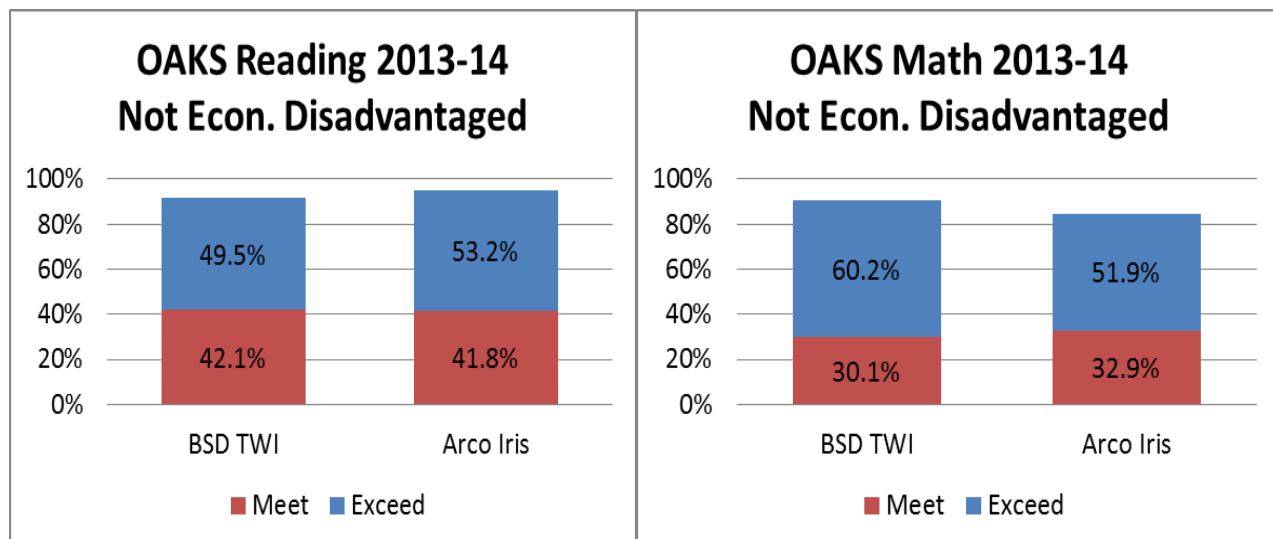
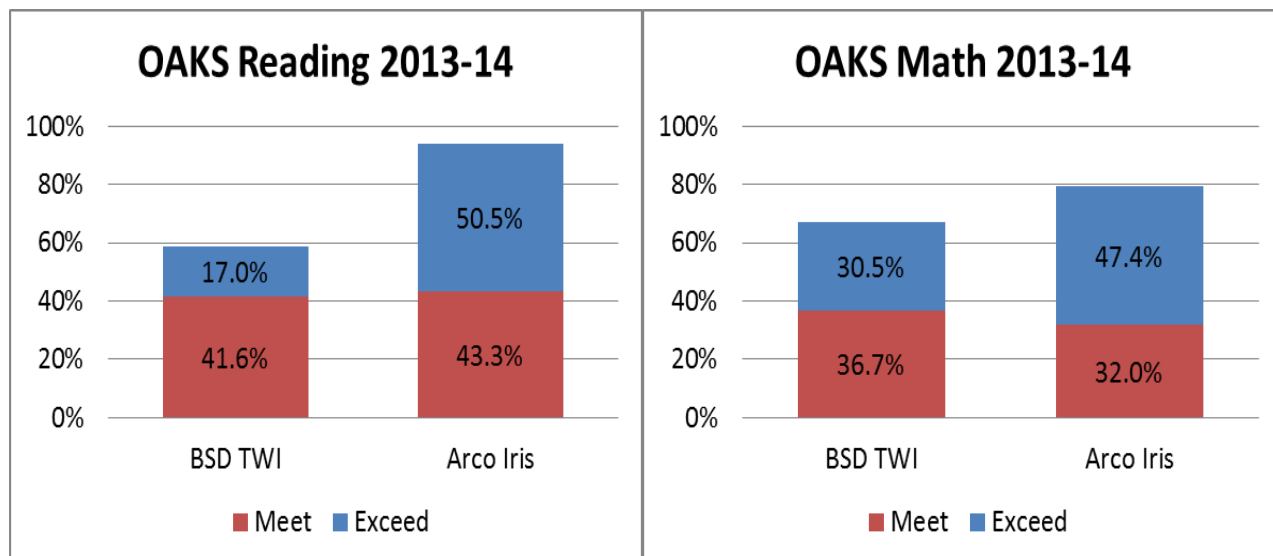
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

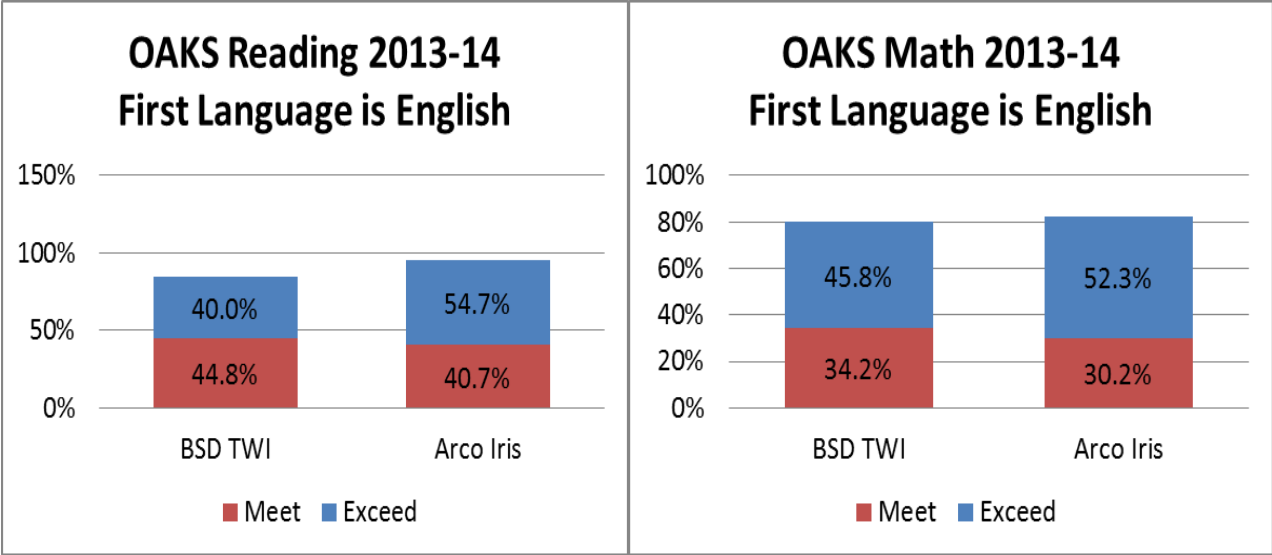
| Assessment | Purpose | Use | Frequency |
|---|--|--|-----------------------|
| EDL (Evaluación del desarrollo de la lectura) | Individually administered assessment of a child’s reading capabilities, performed in Spanish. Identifies student reading level, accuracy, fluency, and comprehension. | Used in the instructional decision making process when placing students in differentiated reading groups. | End of each trimester |
| ELPA (English Language Proficiency Assessment) | Assesses language acquisition of identified ELL students | Used in the monitoring of progress of identified ELL students. | Annually |
| SOPA (student oral proficiency assessment) | Language proficiency assessment instruments designed to allow young students to demonstrate performance in oral fluency, grammar, vocabulary, and listening comprehension. | Assists in placing students in appropriately leveled Spanish reading groups. Tracks progress of Spanish proficiency. | End of each trimester |

| | | | |
|---|---|---|--|
| IDELS (Indicadores dinámicos del éxito en la Lectura) | Assesses the basic early literacy skills of children learning to read in Spanish. Provides information on student skills in the core components of beginning reading: including phonological awareness, the alphabetic principle, accuracy and fluency, reading connected text, vocabulary and comprehension. | Used as a progress monitoring tool to provide differentiated reading instruction. | Bi-monthly |
| Developmental Reading Assessments (DRAs) | Assesses English reading fluency and comprehension | Places students in appropriately leveled reading groups and tracks progress throughout the year. | Beginning and end-of-year for all students |
| DIBELS | Assesses Reading fluency | Progress monitoring for students in grades 1 and 2 for students on interventions | Weekly |
| Easy CBM | Assesses early reading skills (grade 1) as well word fluency and comprehension (grade 2-8) | Progress monitoring and leveling for students | Beginning and end of year for all students; weekly for students on interventions |
| Writing Samples and Year End Assessment | Measures and assesses student's performance and growth in the writing process | Guides teaching strategies and identifies learning gaps in student's writing. | End of each trimester – beginning of year as well as end of each trimester. |
| Singapore Math Assessments | Assess and tracks progress in math concepts | Guides teaching strategies for daily learning at an individual level. | Weekly and end of unit assessments – reported in the trimester progress reports. |
| Benchmark Assessments for other subjects | Assesses and tracks ongoing content area progress of students | Guides teaching strategies for students' daily learning. Identifies specific learning gaps and individual, ongoing needs of students. | Weekly; end-of-unit; and beginning, middle, end-of-year. |

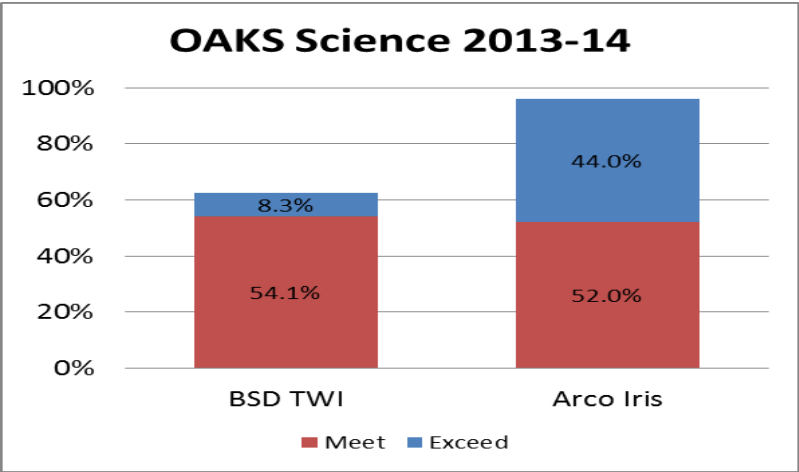
| | | | |
|---|--|--|---------|
| Oregon Assessment of Knowledge and Skills (OAKS) | Assesses students' mastery of Oregon content standards | Informs Arco Iris how our students compare to the rest of the state. Used as a baseline of student progress. | Annual. |
|---|--|--|---------|

- The State's English Language Proficiency Assessment (ELPA) was administered to all seven students enrolled in 2013-14 receiving or eligible for ELD services. Four students demonstrated proficiency on the ELPA.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the OAKS Reading and the OAKS Math tests are substantially greater than their Two Way Immersion peers in the District. The differences in performance narrow greatly when only non-poverty students or students whose first Language is English are compared.

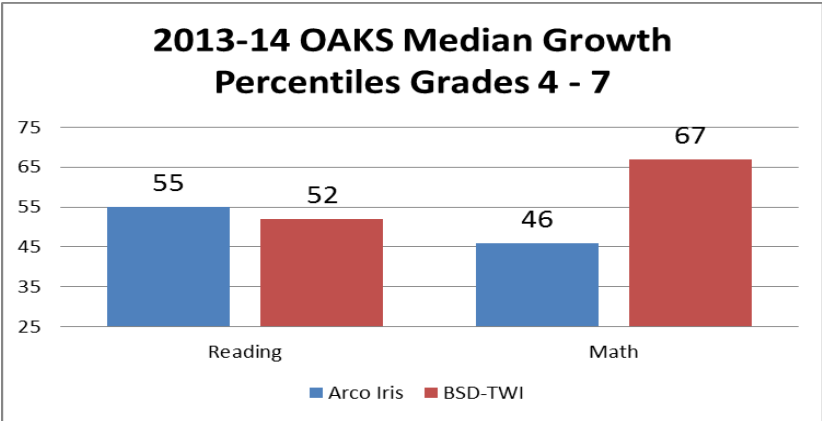




- Arco Iris 5th graders continue to outperform their Two-Way immersion peers on the OAKS Science Assessment.



- The median growth percentile for OAKS Reading is higher for Arco Iris students compared to their District peers in Two-Way Immersion programs, but for math, the median growth percentile is significantly lower.



- Arco Iris did not meet the student achievement charter renewal criteria for year 1 of the current charter. The percentage of Arco Iris students meeting or exceeding standards on OAKS assessments exceeds the percentage of elementary students enrolled in District two-way immersion programs meeting or exceeding standards in each subject and at each grade level, except OAKS Math for grades 6 and 7 combined. Due to the small number of students enrolled at grades 6 and 7, the results for these two grades were combined to make valid comparisons public while protecting student confidentiality.

Percentage of Students Meeting Standards on 2013-2014 OAKS

| | | | | |
|-------------------------|----------------|----------------|----------------|------------------|
| Math | Grade 3 | Grade 4 | Grade 5 | Grade 6-7 |
| BSD TWI | 61% | 69% | 62% | 88% |
| Arco Iris | 75% | 76% | 92% | 70% |
| Charter Criteria | Met | Met | Met | Not Met |
| Reading | Grade 3 | Grade 4 | Grade 5 | Grade 6-7 |
| BSD TWI | 55% | 58% | 56% | 77% |
| Arco Iris | >95% | 95% | 88% | 90% |
| Charter Criteria | Met | Met | Met | Met |
| Science | | | Grade 5 | |
| BSD TWI | | | 62% | |
| Arco Iris | | | >95% | |
| Charter Criteria | | | Met | |

| Indicator | Key Question and Findings |
|-----------|---|
| 3 | <p data-bbox="328 247 1425 283">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="328 283 1474 506" style="list-style-type: none"> <li data-bbox="328 283 1474 361">• All classes at Arco Iris are taught by licensed or registered teachers, although one teacher does not meet the federal definition of “highly qualified” for her assignment. <li data-bbox="328 361 1474 438">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement. <li data-bbox="328 438 1474 474">• Teachers participate in a significant number of hours of professional development. <li data-bbox="328 474 1474 506">• Parent and student survey results would further inform this indicator. |

Charter requirements

18.1 English Language Arts. All English Language Arts classes at Arco Iris will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

Findings

- English Language Arts classes are taught by staff who are proficient in English and appropriately certified.
- Spanish classes are taught by bilingual Spanish/English teachers with native or near-native proficiency in Spanish.
- All Arco Iris teachers are appropriately licensed or on the charter school registry maintained by TSPC. However, one teacher is working on meeting the federal definition of “highly qualified”.
- ELL students are taught by teachers with an English for Speakers of Other Languages ("ESOL") endorsement.
- Teachers participated in substantial professional development with follow-up coaching in 2013-14 on PBIS, continuing professional development from previous years in this area. In addition, teachers engaged in activities to improve their skills in differentiating instruction and monitoring student progress and in using assessment results to guide instruction.
- Parent and student survey results on student-teacher relationships, student-student relationships, learning environment, and overall school satisfaction would provide useful information to the school and inform this evaluation. A parent survey was last conducted by the school in the spring of 2013.

| Indicator | Key Question and Findings |
|-----------|--|
| 4 | <p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> • A copy of the annual audit for 2012-13, conducted by a licensed auditor, was submitted to the District shortly after December 15. • Arco Iris ended the fourth year of operation with a net income of \$40,000, 3% of total income for the year. • After the fourth year of operation, Arco Iris’s ending fund balance is over \$300,000, nearly 25% of the budgeted expenditures in 2014-15 • The retention rate of students enrolled at the end of 2014 was 82%, down from 88% in 2013. |

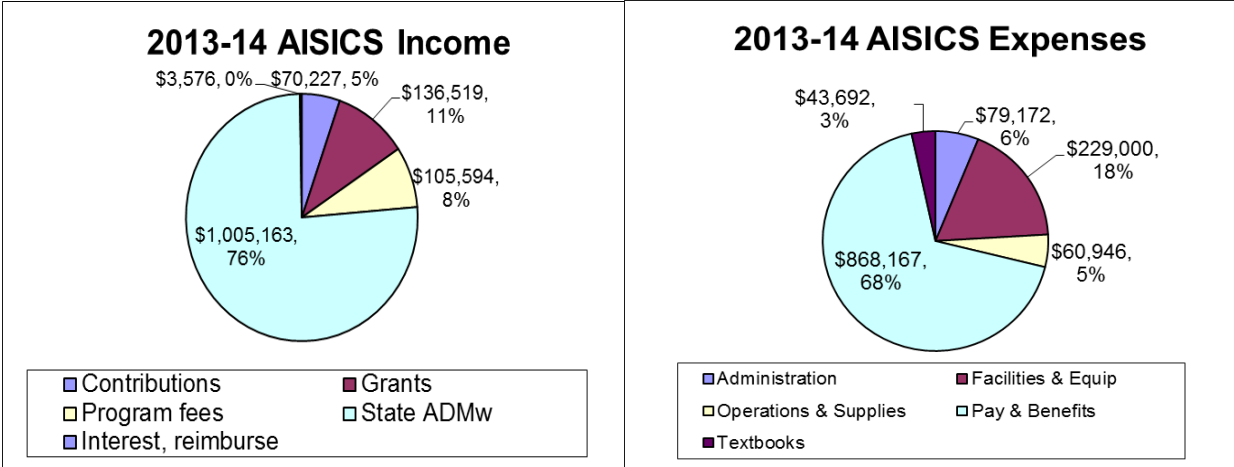
Charter Requirements

13.4 Annual Audit. AISICS will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. AISICS will deliver a copy of the final audit to the District no later than September 15.

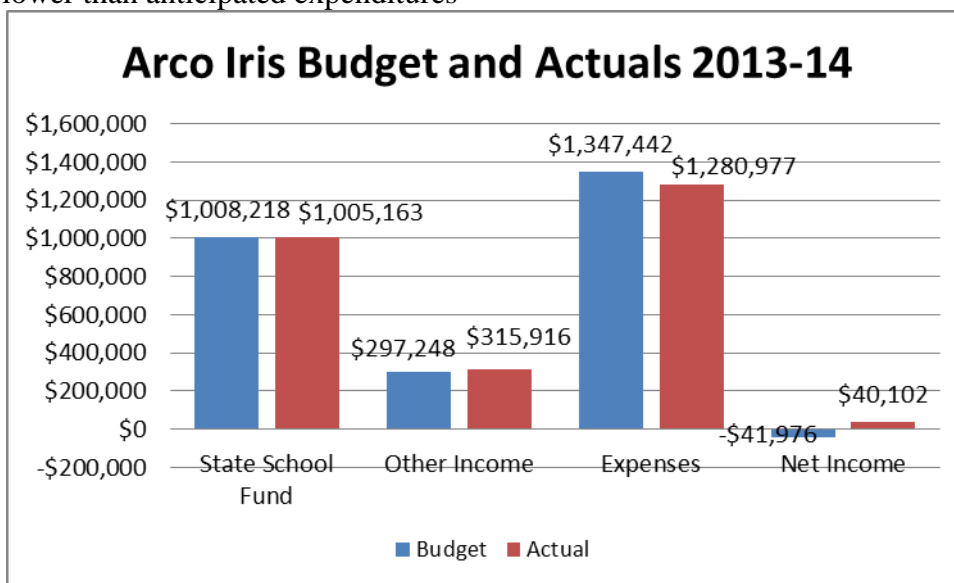
13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year.

Findings

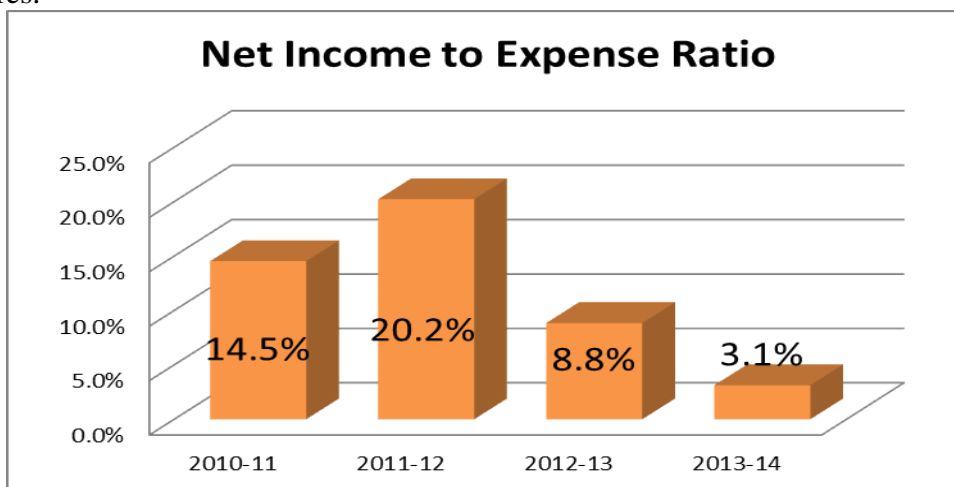
- The annual audit for 2012-13, conducted by a licensed auditor, was submitted to the District in a timely manner. The audit found that the school’s financial statements accurately reflect the school’s financial position after the third year of operation.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the fourth year of operation with net income of \$40,103 on total revenues of \$1,321,080 and \$1,280,977 total expenses. State School fund accounts for 76% of the school’s income, the same percentage as last year. Contributions account for only 5% of total income in 2013-14 compared to 11% in the prior year. Grant income more than doubled from the previous year, more than making up for the reduction in contributions. Expenditures for facilities and equipment nearly doubled from the prior year, due to investments in technology and a larger facility. Income and expenses are summarized in the graphs below:



- Compared to the 2013-14 budget, net income was higher than anticipated due to increased grant funds and lower than anticipated expenditures



- Net income for the school was half of that from the prior year. The projected ending fund balance for the school after the fourth year of operation is \$305,178, 24% of 2014-15 budgeted expenditures.



- The 2014-15 budget has been provided to the District.
- The retention rate of students enrolled at the end of 2014 was 82%, down from 88% in 2013. 10% of students returned to a BSD school, primarily at the middle level.

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | MS | Total |
|--------------------------------|---------|---------|---------|---------|---------|-----|-------|
| Active students at end of year | 48 | 23 | 26 | 45 | 27 | 11 | 180 |
| Returned to Arco Iris | 45 | 21 | 22 | 42 | 12 | 5 | 147 |
| Not in BSD | 2 | 2 | 2 | 3 | 4 | 2 | 15 |
| In BSD School | 1 | | 2 | | 11 | 4 | 18 |
| Return rate | 94% | 91% | 85% | 93% | 44% | 45% | 82% |

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- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

Desired outcomes: A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

Highlights of Findings

| Indicator | Key Question and Findings |
|-----------|---|
| 1 | <p>To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> • Students in grade 1 - 2 receive 65% of their instruction in Chinese and 35% in English. At all grade levels, English language arts instruction is provided by staff members who are proficient in English. • BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. • Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning time. |
| 2 | <p>How well are students learning?</p> <ul style="list-style-type: none"> • Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning. • More than 85% of HCCS first and second graders met or exceeded end-of-year grade level benchmarks on the DRA. • The school met the student achievement criteria specified in the Charter: On a grade-by-grade basis, the average achievement of the Charter School students exceeded the average academic achievement for students in District two-way immersion programs as measured by the DRA. |
| 3 | <p>To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> • All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all students are taught by teacher teams who meet the federal definition of “highly qualified”. • English Language Arts classes are taught by a teacher who is proficient in English and appropriately certified. • Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. • Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment. • 89% of parents believe the school is doing a good job preparing their child for the next school year. |
| 4 | <p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> • The 2014-15 budget has been provided to the District. • Hope Chinese ended the second year of operation with a net income of \$317,816, 31.4% of total income. • After the second year of operation, Hope Chinese’s ending fund balance is \$539,351 or 50% of the expenditures budgeted for 2014-15. • The retention rate for students during the school year was 97%. The return rate for students enrolled at the end of the year was 91%. |

| Indicator | Key Question and Findings |
|-----------|--|
| 1 | <p data-bbox="331 247 1292 283">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="331 325 1430 577" style="list-style-type: none"> <li data-bbox="331 325 1430 436">• Students in grade 1 - 2 receive 65% of their instruction in Chinese and 35% in English. At all grade levels, English language arts instruction is provided by staff members who are proficient in English. <li data-bbox="331 436 1430 510">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. <li data-bbox="331 510 1430 577">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning time. |

Charter Requirements

5.1 Overview. Applicant agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:

5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;

5.1.2 In kindergarten, first and second grades, 75% of daily instruction will be in Chinese and 25% in English;

5.1.5 Differentiated instruction in all classes;

5.1.6 Immersion teaching techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition;

5.1.7 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;

5.1.8 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;

5.1.9 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt *Story Town*, Zaner-Bloser handwriting materials, and other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Charter School's education program set forth in the Application, so long as Hope Chinese notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use; and

5.1.10 Alignment with the District's goal for all students to show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and to be prepared for post-secondary education and career success.

School Mission

To provide a comprehensive bilingual and bi-literate education that nurtures students to be highly proficient in all academic subjects, but with a special emphasis on Mandarin Chinese, English and mathematics. By doing so, HCCS will prepare students to become highly skilled, caring world citizens who will lead innovation and collaboration in the global marketplace.

Site Visit

The prescribed site visit was conducted by the District's Administrator for Accountability on February 25, 2014. During the visit, Chinese language arts, English language arts, and math instruction were observed in grades K-2.

Findings

At all grade levels, English language arts instruction is provided by staff members who are proficient in English.

- Students in grades 1 - 2 receive 65% of their instruction in Chinese and 35% in English.
- Students receive differentiated instruction through grouping based on achievement as well as through differentiated materials. *Singapore Math* materials provide students with exercises based on the student's achievement and accuracy. Teachers provide individual help and additional challenging work for those who need it.
- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, pairs, and individual learning time. The majority of students observed were engaged in classroom tasks as evidenced by 97% of students appearing to be on task over the course of 13 observations. A variety of methods were used to engage students -- random calling, cold calling, choral reading by tables, full class responses, and turn and talk.
- During the course of the visit, students were asked to recall information, identify cause and effect, develop conceptual understanding of math procedures, acquire and use correct vocabulary and pronunciation, and write and speak accurately.
- Immersion techniques observed during the site visit included frequent use of comprehension checks, use of physical gestures and prompts, and effective teacher talk (clear and accurate use of language, repeating as needed, etc.)
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Observed instruction aligned with District learning targets as detailed here:

Math

- Use place value understanding and properties of operations to add and subtract with 100.

ELA

- Learn most one-to-one letter sound correspondences
- Answer simple questions based on materials read and describe information gained from text in own words.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Language Development

- Create clear and coherent grade-appropriate speech and text
- Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- Accurately communicate in grade-appropriate speech and writing

- Instructional materials employed during the 2013-14 school year included *Singapore Math*, *Story Town* for English Language Arts, *Better Chinese* and *Happy Chinese* for Chinese Language Arts, and *FOSS Science*.

| Indicator | Key Question and Findings |
|-----------|---|
| 2 | <p data-bbox="331 216 743 247">How well are students learning?</p> <ul data-bbox="331 258 1469 535" style="list-style-type: none"> <li data-bbox="331 258 1442 321">• Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning. <li data-bbox="331 331 1390 394">• More than 85% of HCCS first and second graders met or exceeded end-of-year grade level benchmarks on the DRA. <li data-bbox="331 405 1469 535">• The school met the student achievement criteria specified in the Charter: On a grade-by-grade basis, the average achievement of the Charter School students exceeded the average academic achievement for students in District two-way immersion programs as measured by the DRA. |

Charter Requirements

5.6 Student Assessment. The Charter School will assess student performance (a) in the manner described in the Application, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students from time to time, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each student each school year the Oregon Assessment of Knowledge and Skills (“OAKS”) to the extent the District requires its students to take such assessment;

5.6.2 Administering to each ELL Student each school year the English Language Proficiency Assessment.;

5.6.3 Administering to each kindergarten, first-, second-, third-, and fourth-grade student in the spring and spring of each school year, the Chinese version of the Student Oral Proficiency Assessment (SOPA) and/or the Early Language Listening and Oral Proficiency Assessment (ELLOPA);

5.6.4 Administering to each third-, fourth-, fifth- and sixth- grade student in the spring of each school year, the Chinese version of the National Online Early Language Learning Assessment (NOELLA); and

5.6.5 Administering to each seventh- and eighth- grade student in the spring of each school year, the Chinese version of the Standards-based Measurement of Proficiency (STAMP).

5.7 Student Achievement. All of the Charter School students must meet the District's learning targets for each grade level for each subject; and the average academic achievement of Hope Chinese students must meet or exceed the average academic achievement for District students enrolled in District two-way immersion program. The following procedure will be used to measure Charter School’s performance towards meeting the student achievement requirements:

5.7.2 Second Year and Subsequent Years of Operation. During the Charter School’s second year of operation, and each school year thereafter, the Charter School will be deemed to have met the student achievement requirements of this Charter if the average academic achievement of the Charter School students, using assessment methods consistent with the practices in the District’s two-way immersion classrooms, meets or exceeds the average academic achievement for District students enrolled in District two-way immersion programs for the same school year. The comparison of achievement of Charter School students and District two-way immersion students shall be made on a grade-by-grade basis, and shall compare the Charter School students in a particular grade against all District two-way immersion students in that same grade if such student is enrolled in a two-way immersion program at the time of the assessment. If the average achievement of the Charter School students does not meet or exceed the average academic

achievement for students in District two-way immersion programs, the Charter School will be deemed to have not met the student academic achievement requirements of this Charter.

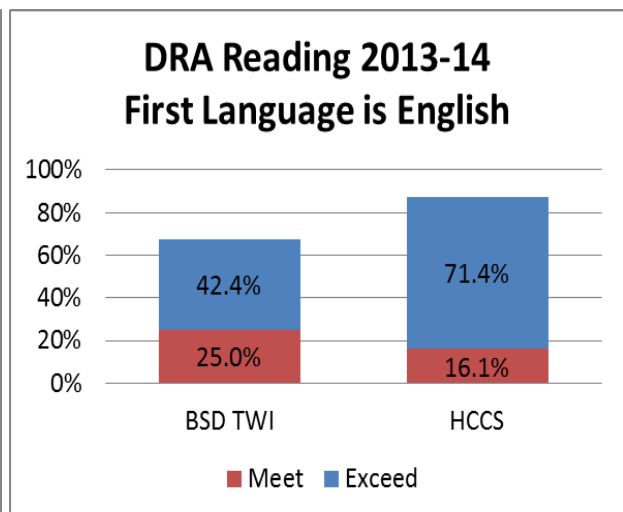
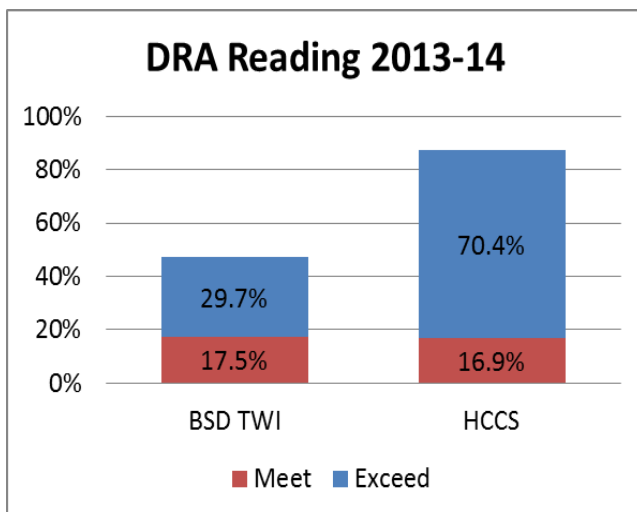
Findings

- The school monitors student progress using a variety of assessments that also inform instructional decisions.

| Assessment | Purpose | Use | Frequency |
|---|--|--|---------------------------------------|
| Chinese Language Reading Assessments | Assesses Chinese reading fluency and comprehension | Informs teacher of characters mastered and tracks progress throughout the year. | Beginning, middle and end of the year |
| Chinese Language Writing Assessments | Assesses Chinese character writing ability and understanding | Informs teacher of characters mastered and tracks progress throughout the year. | Beginning, middle and end of the year |
| Early Language Listening and Oral Proficiency Assessment (ELLOPA) Student Oral Proficiency Assessment (SOPA) | Assesses students' level of oral proficiency with Chinese language | Tracks students' progress from year to year | End of the year summative assessment |
| Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | Assesses English reading fluency and comprehension | Tracks students' progress throughout the year and assists teachers in determining students requiring further intervention. | Beginning, middle and end of the year |
| Development Reading Assessments (DRAs) | Assesses English reading fluency and comprehension. | Informs teacher and student of appropriate reading level for guided reading groups and student's self-selection. Also informs teacher of strategies used, and tracks progress throughout the year. | Beginning, middle and end of the year |
| English Language Proficiency Assessment (ELPA) | Assesses ELL students' proficiency levels in English | Informs teacher of students' English proficiency level | End of year |
| ESL Assessments | Assesses ELL students in a variety of English language objectives | Informs teacher of students' English level and assists in setting learning goals for the student. | Beginning and end of year |

| | | | |
|-----------------------------------|---|---|------------|
| Singapore Math Assessments | Assess and tracks ongoing progress of math skills in the Singapore Math curriculum. | Guides teaching strategies for daily learning at an individual/group level. | Bi-Weekly. |
|-----------------------------------|---|---|------------|

- The State’s English Language Proficiency Assessment (ELPA) was administered to all 9 ELL students enrolled in 2013-14. Two students demonstrated proficiency on the ELPA.
- More than 85% of HCCS first and second graders met or exceeded end-of-year grade level benchmarks on the DRA compared to less than 50% of District students enrolled in two-way immersion programs. HCCS students whose first language is English also outperform their District two-way immersion peers.



- On a grade-by-grade basis, the average achievement of the Charter School students exceeds the average academic achievement for students in District two-way immersion programs as measured by the DRA.

| DRA Reading | Grade 1 | Grade 2 |
|-------------------------|------------|------------|
| BSD TWI | 55% | 41% |
| HCCS | 90% | 83% |
| Charter Criteria | Met | Met |

- Since Hope Chinese enrolled students only in kindergarten, 1st and 2nd grade in 2013-14, State assessment data is not available.

| Indicator | Key Question and Findings |
|-----------|--|
| 3 | <p data-bbox="331 247 1422 283">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="331 289 1461 688" style="list-style-type: none"> <li data-bbox="331 289 1451 394">• All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all students are taught by teacher teams who meet the federal definition of “highly qualified”. <li data-bbox="331 401 1393 470">• English Language Arts instruction is delivered by a teacher who is proficient in English and appropriately certified. <li data-bbox="331 476 1383 546">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. <li data-bbox="331 552 1458 621">• Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment. <li data-bbox="331 627 1425 688">• 89% of parents believe the school is doing a good job preparing their child for the next school year. |

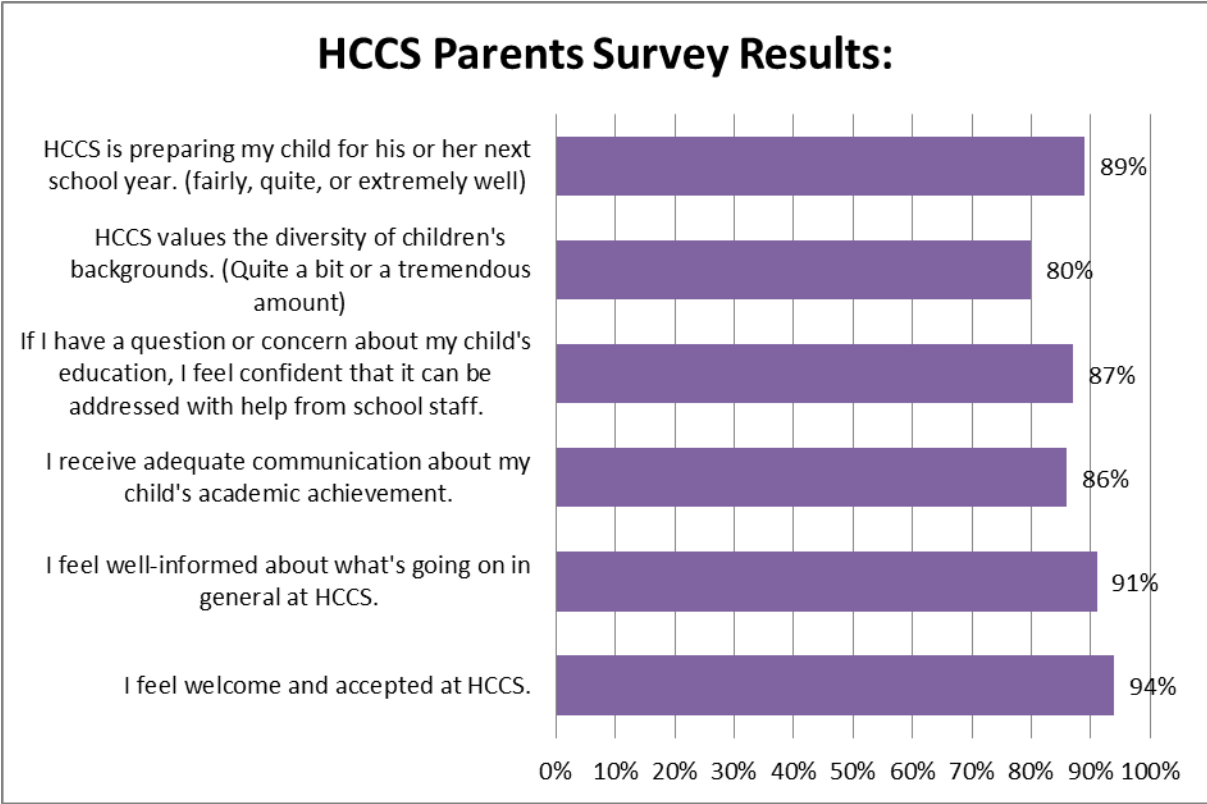
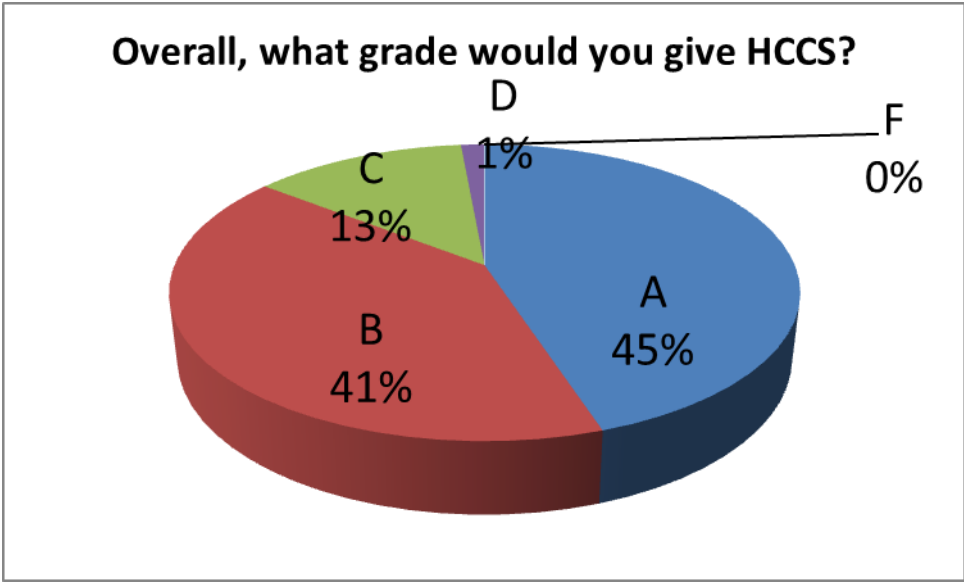
Charter requirements

18.1 English Language Arts. All English Language Arts classes at the Charter School will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Chinese. All classes at the Charter School taught in Chinese will be taught by a bilingual Chinese/English teacher fluent in Chinese.

Findings

- English Language Arts instruction is delivered by a teacher who is proficient in English and appropriately certified.
- Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.
- All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all students are taught by teacher teams who meet the federal definition of “highly qualified”.
- ELL students were taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- In 2013-14, teachers participated in professional development on Chinese immersion instructional practices, Chinese language assessment, Singapore math, Story Town, the English Language Proficiency Standards, and the Oregon Kindergarten Assessment. Teachers also participated in professional development on classroom management techniques, PBIS, the RTI process, TeacherSource, and Synergy.
- A web-based survey of 2013-14 charter school parents was conducted by the school in the spring. A total of 69 parents participated. 86% of parents awarded an A or B grade to HCCS. 89% of parents believe the school is doing a good job preparing their child for the next school year.



| Indicator | Key Question and Findings |
|-----------|--|
| 4 | <p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> The 2014-15 budget has been provided to the District. Hope Chinese ended the second year of operation with a net income of \$317,816, 31.4% of total income. After the second year of operation, Hope Chinese's ending fund balance is \$539,351 or 50% of the expenditures budgeted for 2014-15. The retention rate for students during the school year was 97%. The return rate for students enrolled at the end of the year was 91%. |

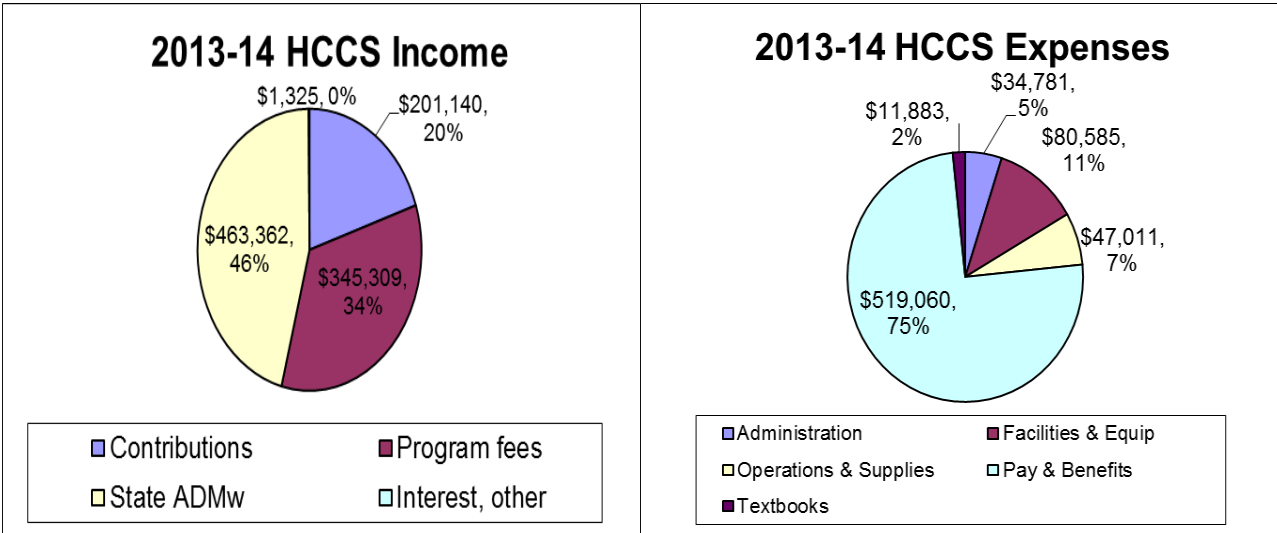
Charter Requirements

13.4 Annual Audit. AISICS will retain an auditor to conduct an audit of the accounts of the Charter School as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Applicant will deliver a copy of the final audit to the District no later than December 1.

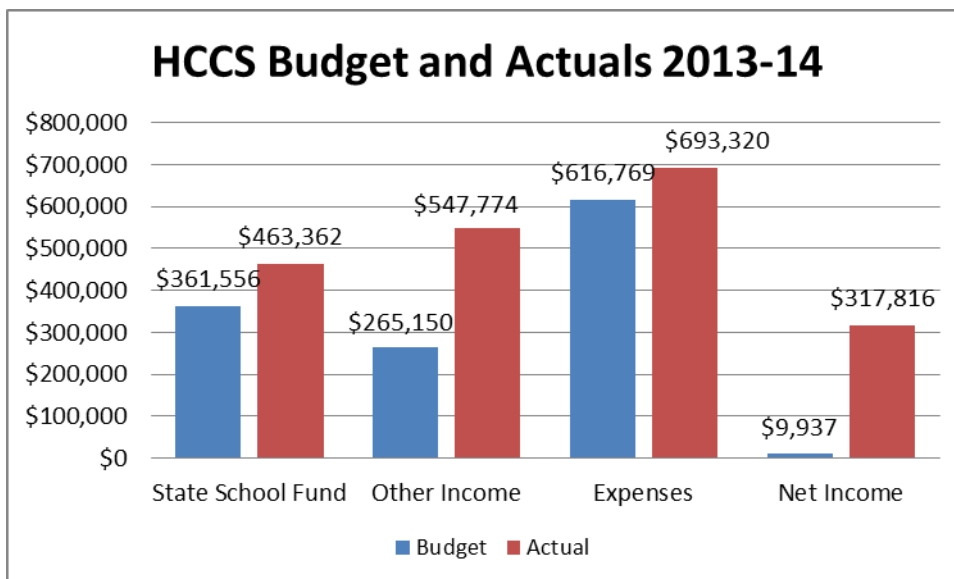
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

Findings

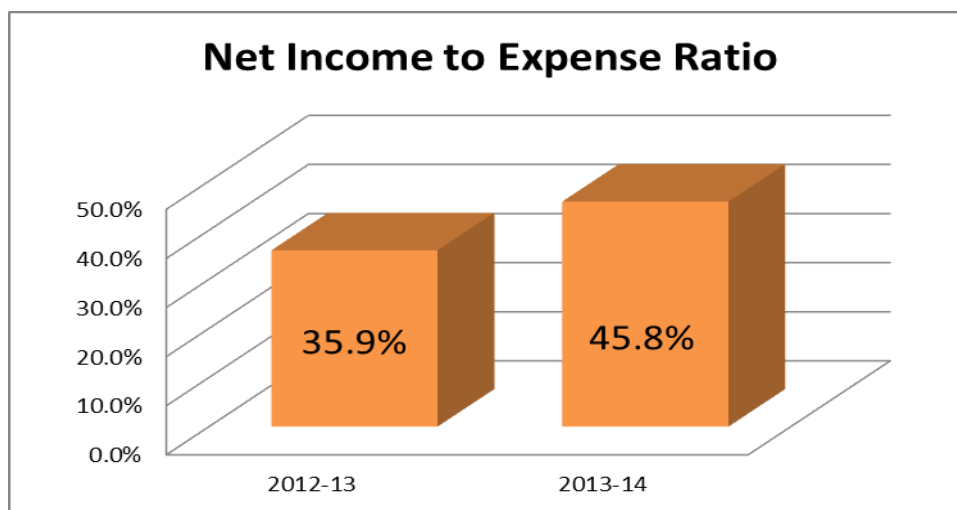
- The annual audit of the first year of operation was received in November 2013. A management letter from the auditing firm identified deficiencies to be addressed and best practice recommendations. The HCCS Board has revised fiscal policies and procedures to address the concerns in the management letter
- The 2014-15 budget has been provided to the District.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Hope Chinese ended the second year of operation with net income of \$317,816 on total revenues of \$1,011,136 and \$693,320 total expenses. State School fund accounts for 46% of the school's income. Income and expenses are summarized in the charts below:



- Compared to the 2013-14 budget, income was higher than anticipated due to contributions and increased State School Fund. As a result, net income was much higher than expected.



- After the second year of operation, Hope Chinese’s ending fund balance is \$539,351 or 50% of the expenditures budgeted for 2014-15.



- The retention rate for students during the school year was 97%. Of the three students who withdrew during the year, one returned to BSD schools and the other two transferred to schools outside of the District. The return rate of students enrolled at the end of the year was 91%.

| 2014-15 Return Rate | Total |
|-----------------------------------|-------|
| Active students at end of 2013-14 | 95 |
| Returned to Hope Chinese | 86 |
| Not in BSD | 4 |
| In BSD School | 5 |
| Return rate | 91% |